DOCUMENT RESUME

ED 272 026 FL 015 888

AUTHOR Raffield, Barney T.
TITLE Planning, Implementing, and Evaluating Academically Sound Internship Experiences for Multinational Business and Foreign Language Programs.
PUB DATE May 85
NOTE 6p.; In: Proceedings of the Eastern Michigan University Conference on Languages for Business and the Professions (4th, Dearborn, MI, May 2-4, 1985); see FL 015 835.
PUB TYPE Guides - Non-Classroom Use (055) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; College Credits; Educational Objectives; Educational Strategies; Higher Education; *International Trade; *Internship Programs; *Performance Contracts; *Program Administration; *Second Language Instruction; Student Evaluation; Teacher Student Relationship; Time Factors (Learning); Undergraduate Study

ABSTRACT

The vehicle through which effective undergraduate internships in multinational business and foreign languages are achieved is the learning agreement. It is the means for planning and implementing internships and it offers measurable goals by which student progress can be monitored and evaluated. It should include: a complete description of the nature and responsibilities of the internship; academic, professional, and personal objectives to be achieved; the strategies to be used by the student in meeting the objective; evaluator(s) and frequency and methods of evaluation; department and rationale for credits desired; number of credits desired and how they will fit into graduation requirements; a timetable giving program length and clock hours required; student strategies for communicating with the parties involved; and a brief personal history of the intern. The student should submit agreements to the faculty sponsor in the department permitting the internship; the chairperson of the department allowing the internship, if different; the student's supervisor at the internship organization; and the college internship director, if any. The first and last should receive signed copies. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272026

PLANNING, IMPLEMENTING, AND EVALUATING ACADEMICALLY SOUND INTERNSHIP EXPERIENCES FOR MULTINATIONAL BUSINESS AND FOREIGN LANGUAGE PROGRAMS

By

Dr. Barney T. Raffield

Associate Professor of Business Administration and

Director of the Center for Economic Education

Union University

Jackson, Tennessee

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Voght

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL 015888

Planning, Implementing, and Evaluating Academically Sound Internship Experiences for Multinational Business and Foreign Language Programs

By Barney T. Raffield, III, Ph.D.

This paper involves the planning, implementation, and evaluation of academically sound internship experiences for students enrolled in multinational business and foreign language programs at the undergraduate level. Many business administration and foreign language educators are currently and understandably skeptical about the academic quality and reputation of minimally supervised student internships involving the use of a foreign language within a traditional business organization. The sole purpose of this paper is to offer an outline of the procedures and control points by which such internships can be planned, implemented, and evaluated.

The specific vehicle through which effective undergraduate internships in multinational business and foreign language are achieved is the "learning agreement". Such a document provides the means by which the internships are planned and implemented, and offers measurable goals by which student progress can be monitored and evaluated.

The "learning agreement" is the primary set of strategies by which the internship will be performed and completed. It should include each of the following items:

(1) A complete description of the nature of and responsibilities involved in the internship;

(2) The objectives of the internship to include those of academic, professional, and personal natures;

(3) The strategies the student will employ to meet each learning objective, with particular emphasis upon the academic objectives;

(4) The evaluator(s) for the internship, the frequency of evaluative sessions, and the methods to be utilized in the evaluations (conferences, site visits, academic papers/projects, written examinations, and oral recitations, e.g.);

(5) Academic area (department/program) in which credit is desired to include the formal name of the department or program and the rationale for such a selection;

(6) The number of and rationale for the academic credits requested for the internship, and an explanation of how such credits would be applied toward the meeting of graduation requirements;

(7) A timetable to include the proposed length of the internship, the total number of clock hours involved in both the performance of and preparation for the internship, and the fulfillment of the evaluative component of the internship;

(8) Strategies by which the student plans to communicate with all the parties involved in the internship to include both the type and frequency of such communications; and

(9) A brief personal history of the internship applicant to include the following:

(a) Campus and permanent address and telephone number;

(b) Academic major and minor, and name of advisor;

(c) Academic standing (number of credits passed);

(d) Number of credits passed in the department where the internship is to be applied;

(e) Gradepoint average (Q.P.A.) in both the academic department where the credit is to be applied and the college/university as a whole; and

(f) The total number of internship credits previously received at the undergraduate level.

Each student would be required to submit a formal "learning agreement" in writing to each of the following parties: the faculty sponsor in the academic department permitting the internship, the chairperson of the department allowing the internship (if different from the sponsoring faculty member), the individual supervising the student at the organization offering the internship, and the college/university internship director, where applicable. It should be the responsibility of the student applicant to make sure that all parties receive a copy of the "learning agreement" in sufficient time (usually a minimum of three weeks) to review it and to make any needed changes. All the above parties, in addition to the student applicant, must sign the document.

Although each appropriate party must have a copy of the "learning agreement," only two officially signed copies would be necessary. One official copy should be kept by the academic department allowing the internship, and one official copy should be kept by the college/university internship director, where applicable. The student may also wish to have his/her own official copy.

The "learning agreement" can then serve as a highly useful model by which both to implement and to evaluate the internship experience. The strategies by which each of the major learning objectives of the internship will be achieved are the primary means by which the internship will be implemented. The tactics which the student uses to operationalize each of his/her learning strategies will provide the day-to-day learning experiences for the student during the course of the internship. These tactics and strategies will also ensure that the student intern is meeting new academic and professional challenges on a daily basis and that he or she is truly having a credit-bearing academic experience. These same learning objectives with their associated strategies and tactics can serve as the means whereby the internship is evaluated by each of the parties involved. Each of the major parties involved in the internship should meet together periodically, as provided for in the "learning agreement", to assess the extent to which the student intern is achieving each of his/her stated learning objectives. Such evaluative meetings can and should both strengthen the academic quality of the internship and serve to monitor and critique the student's progress with the internship experience.

Internships, both within the United States and abroad, will continue to be critically important components of multinational business and foreign language programs at the undergraduate level. This paper has attempted to make a serious effort in providing both reasonable and appropriate guidelines by which such internships can be effectively designed, implemented, and evaluated; and in assisting faculty and other associated parties in offering academically, professionally, and personally beneficial internship experiences to interested students.